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ABSTRACT

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. Although the aural test format is soon to be published, it is possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate Interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test. (Author)

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ADAPTING THE ILYIN ORAL INTERVIEW
TO A MASS LISTENING TEST

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Presented at TESOL, New York, March 1976
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Adapting the Ilyin Oral Interview
to a Mass Listening Test

report by Judy Winn-Bell Olsen and
Roger E. W.-B. Olsen

ABSTRACT

At this time, there are few readily available tests that measure aural structure abilities in lower-level ESL classes in adult or high school. In the past two years, however, the Ilyin Oral Interview (Newbury House, 1972,76) has been successfully adapted from its one-to-one format to a mass listening test. It is being used in San Francisco Bay Area adult programs for achievement testing, and has been used in a summer program for placement purposes. ~~As~~ Although the aural test format is ~~not~~ soon to be~~ing~~ published, ~~however~~, it is ~~necessary~~ possible for interested persons to adapt it for themselves from the published Ilyin Oral Interview. (The publisher has already promised permission to duplicate Interview material on written request.) This paper gives detailed instructions for adapting and administering the mass listening test.

At this time, there are few readily available tests to measure aural structure abilities in lower-level ESL classes in adult or high schools. College-level tests such as CELT (Harris and Palmer, 1970) and the Michigan Test of English Language Proficiency (Upshur, Palmer, Harris and May, 1962) do not discriminate the lower levels of language ability--yet people at these levels do have importantly different degrees of measurable competence.

Currently, the STEL tests (Best and Ilyin, 1976) and EPT tests (Ilyin, Best, and Biagi, 1971) are available for use with lower-level ESL classes. But these measure knowledge of written structure in a multiple-choice format, demanding only passive reading recognition and no production.

In the past two years, however, experimentation with adaptation of a different kind of instrument has produced an effective structure test for discrimination of aural abilities at lower levels.

The original instrument, the Ilyin Oral Interview (Newbury House, rev. ed. 1976) was designed as a one-to-one assessment of aural-oral abilities. An integrative test, it centers around pictures of several days in the life of a single character. Its scoring system allows partial credit for students who understand the question, but cannot give a totally grammatical response.

Available reliability studies show coefficients ranging from .86 to .95. Correlation studies using Rank and Order Difference and the Pearson Product Moment show a marked relationship between the Interview and other measures of aural proficiency.

There is also a relation between a candidate's scores on the interview and teacher and student opinion of a candidate's aural-oral abilities. (Ilyin, 1977, pp. 5, 6)

This oral interview has been adapted[1] for administration to groups of ESL students in high school or adult school, who respond to the examiner's questions in writing. The scoring system is the same, and, as with the original I.O.I., there are two forms, which may be used for placement and achievement testing.

The mass listening format is currently being utilized at Alemany Community College Center, San Francisco, and used to measure student progress. In a 1977 summer program in San Francisco for visiting Japanese high school and college students, it was used as a placement test, and at the end of the program as a post-test to measure gains. In both the adult center program and the summer program, teachers concurred with the tests' measure of student abilities, and in both programs, a post-test did indeed show student gains. (See tables I and II.)

The mass listening adaptation is not currently being published, however, and the remainder of this paper will show interested teachers, counselors, and other test administrators how they may adapt and use the Ilyin Oral Interview as a mass listening test.

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[1] Based on an idea by Rhoda Curtis, Berkeley Adult Schools.

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PART D, cont. (Giving the Test)

SAMPLE QUESTIONS, "BILL" FORM -- 30-ITEM TEST
(SEE ALSO SAMPLE PAGE FROM THE PICTURE BOOKLET AND SAMPLE ANSWER FORM FOR 30-ITEM TEST USED AT ALEMANY CENTER, SAN FRANCISCO. NOT ALL QUESTIONS BELOW FIT THE PICTURE-PAGE SHOWN.)

#5 - How does Bill go to school?

#9-- Is he going to be eating lunch tomorrow at 12:15?

#16- What was he doing Sunday at 7:30 P.M.?

#22- (POINT TO BOTTOM ROW PICTURES)
-These pictures are about tomorrow. What day are they?
That's right. They're__________.
(POINT TO ONE OF THE BOTTOM PICTURES)
-Ask me a question about this picture.

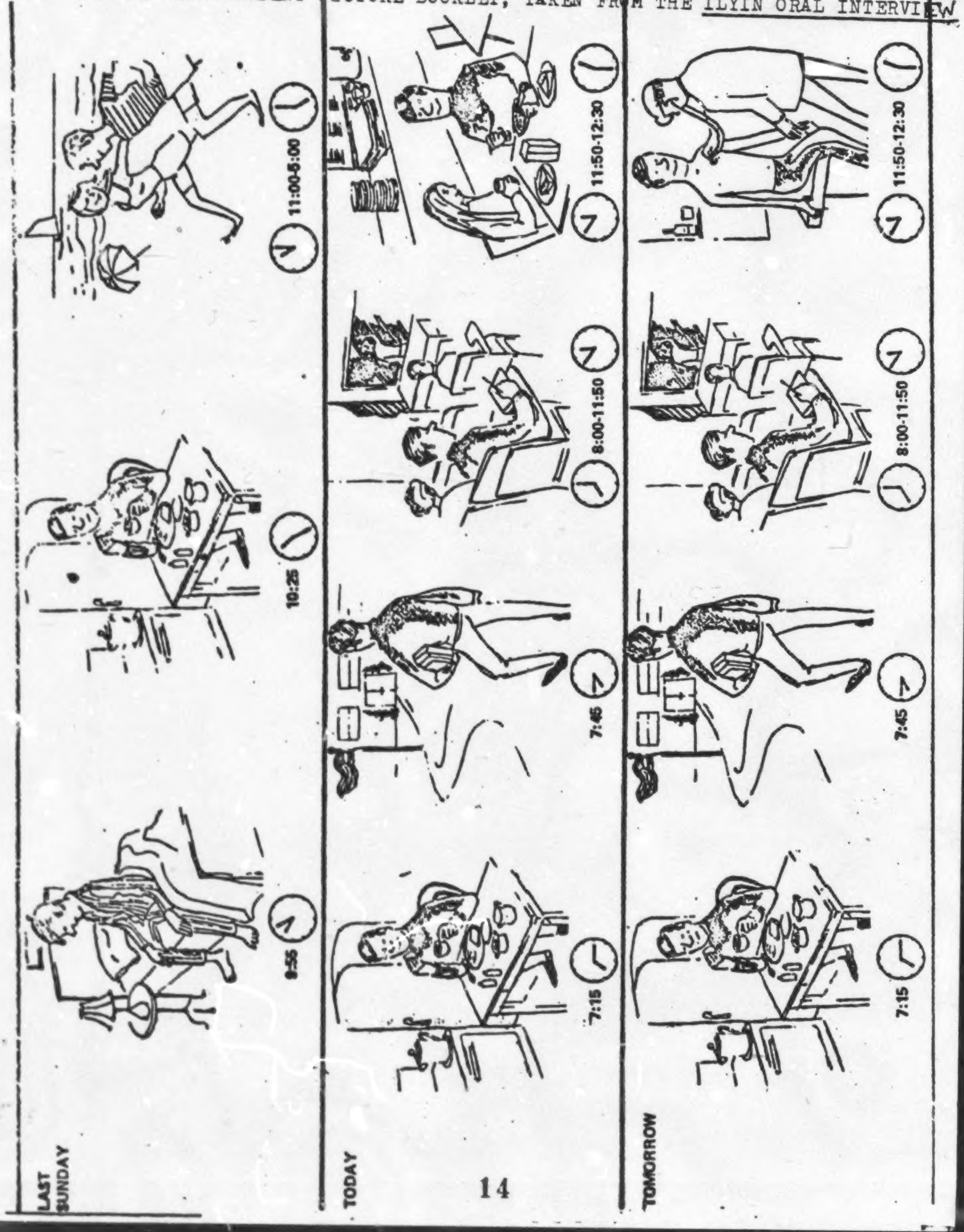
#29- Now it's (time) . If it were tomorrow at this time, what would Bill be doing?

-(WHEN THE TEST IS COMPLETED, BE SURE THAT ALL ANSWER FORMS AND PICTURE BOOKLETS ARE COLLECTED BEFORE THE STUDENTS LEAVE. CHECK THE BOOKLETS FOR ANY WRITING OR OTHER MARKS.)

PART E -- SCORING THE TEST

(SEE PART A, #7 FOR DETAILS.)

SAMPLE PAGE FROM STUDENT PICTURE BOOKLET, TAKEN FROM THE ILYIN ORAL INTERVIEW



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ANSWER SHEET USED AT ALEMANY CENTER

I.O.I. ADAPTATION MASS LISTENING . 30 ITEMS

Last Name ____________ First Name ____________ Month Day Year Birthdate

Examiner: ____________ Date:

Examples: (p6 or 30)

A ____________

B ____________

C ____________

Placement:
Below 20 - nothing
20-29 300
30-39 400
40-60 500/600

Check form used:

Bill	Tom		Score Circle:
___	___		
Pages	Pages		
8	32	1. ____________	2 - 1 - 0
		2. ____________	2 - 1 - 0
10	34	3. ____________	2 - 1 - 0
		4. ____________	2 - 1 - 0
		5. ____________	2 - 1 - 0
		6. ____________	2 - 1 - 0
		7. ____________	2 - 1 - 0
12	36	8. ____________	2 - 1 - 0
		9. ____________	2 - 1 - 0
		10. ____________	2 - 1 - 0
		11. ____________	2 - 1 - 0
		12. ____________	2 - 1 - 0
		13. ____________	2 - 1 - 0
		14. ____________	2 - 1 - 0
14	38	15. ____________	2 - 1 - 0
		16. ____________	2 - 1 - 0
		17. ____________	2 - 1 - 0
		18. ____________	2 - 1 - 0
		19. ____________	2 - 1 - 0
		20.	2 - 1 - 0
16	40	21. ____________	2 - 1 - 0
		22. ____________	2 - 1 - 0
18	42	23. ____________	2 - 1 - 0
		24. ____________	2 - 1 - 0
20	44	25. ____________	2 - 1 - 0
or after 3:00		26. ____________	2 - 1 - 0
22	48	27. ____________	2 - 1 - 0
		28. ____________	2 - 1 - 0
		29. ____________	2 - 1 - 0
		30. ____________	2 - 1 - 0

Notes or Comments: TOTAL: ______